The Analytical Scoring Process

Analytical scoring is the process of evaluating different qualities of a single piece of writing based on the scoring criteria and anchor papers. Each piece in a student's writing portfolio will be scored by this process. A composite score for a portfolio will be calculated using subdomain scores for each piece in that portfolio. The *Kentucky Writing Scoring Rubric* establishes the following subdomains (Content, Structure, Conventions) and indicators as the basis of scoring Kentucky writing portfolios:

- ❑ **CONTENT**
    - o   Purpose and Audience
    - o   Idea development and Support

- ❑ **STRUCTURE**
    - o   Organization: unity and coherence
    - o   Sentences: structure and length

- ❑ **CONVENTIONS**
    - o   Language: grammar and usage, word choice
    - o   Correctness: spelling, punctuation, capitalization, abbreviation, and documentation

These criteria are the only ones by which writing portfolios are judged. Personal biases like poor handwriting or a particular student's ability or behavior cannot be considered in the evaluation of student writing.

- **Double-blind Scoring**

  Beginning in 2006-2007, all schools must score the completed writing portfolios using double-blind scoring during a scoring session in which all scorers and the scoring leader/facilitator are present.

  ❑ **In double-blind scoring, scorers do not know the identity of the previous scorer and are unaware of previous scores. Any record of previous scores should be removed from the portfolio by the scoring leader/facilitator or designee.**

  ❑ The session begins with portfolios distributed among scorers. Each scorer will then score a portfolio, recording the subdomain scores for each piece in the portfolio on a copy of the *Score Report Form*.

  ❑ Once a portfolio is scored, it is given to a person designated to record scores (scoring leader/facilitator). The scoring leader/facilitator will remove the *Score Report Form* (and/or any notes indicating a score or scorer) and redirect the portfolio to another scorer.

  ❑ The second scorer scores the portfolio, records the subdomain scores for each piece on the *Score Report Form* and returns the portfolio to the person recording the scores.

  ❑ The scoring leader/facilitator will determine the need for a third scorer based on guidelines provided with the KDE spreadsheet.

  ❑ The scoring leader/facilitator will record the scoring data in the spreadsheet.

Components of a Scoring Session

Introduction

Careful planning prior to scoring sessions will create the appropriate conditions for scoring to take place. Cluster leaders need to keep in mind the following information when planning their spring scoring sessions.

Team Makeup

All members of the scoring team must receive current scoring training for the year portfolios are scored. Members of the scoring team may be certified teachers of non-accountability years as well as those of accountability grade levels. Administrators may also serve as scorers. Only certified school personnel may provide the accountability score.

> **REMINDER:** *703 KAR 5:010* also specifies that the classroom teacher primarily responsible for overseeing the completion of a student's writing portfolio shall not serve as a scorer of record for that student's accountability portfolio.

Some schools purposely rotate members of their scoring teams, always keeping some experienced scorers on the team, but consciously including many teachers over a period of years. In other schools, teams remain static by design, and teams change only when staff/team members leave the school and new members take their places. Schools may also consider adding more members to the teams to decrease the scoring amount per scorer. The design of the team should meet the needs of the individual schools and districts.

Scoring Design

703 KAR 5:010 specifies that no scorer shall score more than 30 portfolios unless he/she agrees to score more. The scoring design should be planned with reasonable numbers in mind. When schools/districts provide release time or pay teachers for non-school time spent scoring, teachers may agree to score more than 30 portfolios. **When schools do not provide time or money for scoring, they should consider increasing the number of scorers on the team**.

Quality Control

> **Note:** Quality control portfolios are secure assessment materials and should be stored by the DAC with other secure assessment materials.

Scorers should read and score KDE-provided quality control portfolios (those with scores assigned by Scoring Accuracy Assurance Team Members) throughout the scoring session. The session leader keeps records of scorers' accuracy on quality control portfolios. These records provide information to schools/districts as to which scorers are most accurate. The following guidelines should be considered when planning for the use of quality control portfolios during scoring sessions:

- ❏ Schools should reproduce enough copies of the quality control portfolios for all scorers to read and score at the same time, allowing for a short discussion of the portfolio and the scoring criteria and rationale when all scores have been turned in.

- ❏ A quality control portfolio should be used after initial recalibration at the beginning of each scoring session and to refocus the scoring team after a long break such as lunch.

- ❏ Many schools with proven accuracy, as determined by KDE audits, also use quality control portfolios mid-morning and mid-afternoon in an all-day scoring session. Teams have also found it helpful to incorporate quality control portfolios after scoring 5-7 accountability portfolios.

- ❏ Another quality control component may be added with the use of table leaders during the scoring session. Table leaders are chosen from the most experienced and accurate scorers to "read behind" the scorers at their tables (4-5 scorers per table). At state scoring sessions, KDE requires table leaders to read 1 out of every 5 portfolios scored by each scorer (at least 20%). However, given the number of portfolios to be scored, table leaders may select a certain percentage or number of portfolios to read-behind each scorer to ensure consistency (e.g., 1 out of 10, 1 out of 8). The table leader should choose the portfolio for "read-behinds" at random from each scorer's finished stack and should provide a "blind" read/scoring. The read-behinds function as a quality control measure.

  At a school scoring session when the table leader's score disagrees with the reader's score, the table leader discusses and clarifies the score with the reader outside the scoring area. **It is important to note that this table leader's score is not one of the two required scores for accountability purposes. The table leader's score is a quality control measure. Records should be kept of all table leaders' "read-behind" scores.**

Site and Time for Scoring*

The following guidelines should be followed in planning sites and time for scoring portfolios:

❑ Scorers work at a common session held at a school, the district offices, or a community building with the scoring facilitator present.

❑ Scoring takes place during the school day in a controlled setting with the scoring facilitator present.

❑ Scoring takes place after school hours but in a controlled setting with the scoring facilitator present.

* A "controlled setting" indicates that many scorers are scoring together in a session and that the scoring leader/facilitator is present to complete read-behinds, keep quality control records and maintain score records.

District/ School Support

Preferred Options

Please refer to the previous reminder about the number of portfolios that any one scorer may be required to score.

❑ District or school provides substitutes/release time for scorers during the school day.
❑ District pays scorers per hour or per portfolio for scoring sessions after school hours.

Basic List of Materials Needed for a Scoring Session

❑ a *Kentucky Writing Scoring Rubric* for each scorer
❑ copies of "Part II: Scoring" of the *Kentucky Writing Handbook* for each scorer
❑ quality control portfolios and rationales for each scorer
❑ *Score Report Forms* (double the number of portfolios plus extra ones for table leader read-behinds and third reader scoring, as necessary)
❑ record keeping forms (quality control records, table leader's read-behind records, "Notification of Authorities" form for alert papers)